

**Summary of the Case<sup>1</sup> (from the Inquiry Brief Proposal)**  
**University of Virginia**  
**Administration & Supervision Program**  
**Audit Dates: October 30 – November 3, 2006**

**Introduction & program demographics**

The program in administration and supervision is administered by the Department of Leadership, Foundations, and Policy (EDLP), one of three departments within the Curry School of Education of the University of Virginia in Charlottesville, Virginia. The university, which enrolls about 20,000 of the Commonwealth's "brightest" students, is nationally ranked annually as the 1<sup>st</sup> or 2<sup>nd</sup> best public university. The Curry School, also nationally ranked (19<sup>th</sup>), has over 100 faculty members, and enrolls about 1000 students in 21 areas of educational specialization. It is a member of the selective Teachers for a New Era (TNE) Carnegie Foundation project owing to it having the potential to transform teacher education in the United States. The administration and supervision program, also nationally ranked at 25<sup>th</sup>, has six faculty members and graduates about 130 students each year, about 13% of whom are minority students and about 70% of whom are enrolled at five sites "off grounds." Nearly all the program's students are Virginians (96%) and slightly more are male (52%). Forty-two percent of the state's superintendents are graduates of the Curry School.

**Program's claims**

The program claims that it prepares leaders for the Commonwealth of Virginia and the nation at the certificate and masters and doctoral degree levels, who know how to design and manage learning environments that lead to greater student learning and also how to work with the broader community.

**Method and categories of evidence supporting the claims**

The program faculty manages the quality of the program by the following measures: GRE scores, comprehensive examinations, scores on the School Leaders Licensure Assessment (based on the ISLLC standards), employment rates in leadership positions, and multiple surveys of students' perceptions about their preparation for leadership, some conducted by the state.

The program faculty members periodically have also undertaken specific studies of factors entailed in their students' perceived success.

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<sup>1</sup> The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

## **Results**

On the whole the faculty members are satisfied with the strong intellectual competence of their students as shown in their GRE scores (v+q =1154/1600) and undergraduate grades (3.04/4.00). Grades in the program average over 3.80 and scores on the license test average 176, well over the Virginia passing score of 165 for a 92% pass rate. About 90% of those in the master's option secure a leadership position (department head through principal) and 100% of those in the doctoral option (assistant principal through superintendent, the greatest percentage reporting they are principals).

With regard to the surveys of the level of preparation, well over 75% report their preparation was good to excellent and similarly that they agree and strongly agree to a number of positive statements about their preparation. The exceptions are in the areas of the students' perception of their preparation in technology and assessment. On the whole the program's students are more satisfied with their program than Curry students in general are with their programs.

## **Program research**

Two faculty members undertook an investigation of one cohort from an "off-ground" site in Richmond, Virginia to determine the level of perceived student learning. Evidence was found of gains in students' perceptions of their knowledge and skill from before the program began in 2003 to the conclusion of the program in 2005. They found significant gains in the students' perception of their capacities for planning and instructional leadership, organizational management, communication, and professionalism.

## **Internal audit results**

The faculty drew a sample of 20 students (every fifth student) to check whether their controls for admission, advancement, and graduation functioned as designed and found that on the whole there was ample evidence in the record for each control although only half the sample met the standard for every control. The internal audit findings for the rest of the quality control system were positive.

## **Evidence of commitment and capacity**

The faculty examined points of parity between the program, the Curry school as a whole, the college of arts and science (and occasionally other professional schools) and generally found comparability between the capacity of their program and the others.